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ABSTRACT

This report presents an evaluation of the Cognitive Academic Learning Approaches through ESL Content Area Instruction with Career Exploration Strategies (Project CALA)), an Elementary and Secondary Education Act Title VII-funded project in its fifth and last year of operation at International High School, a bilingual special alternative high school in Queens, New York. The project served 459 students of limited English proficiency in grades 9 through 12. Project CALA's goal was to provide opportunities to develop linguistic, cultural, and cognitive skills necessary for success in school and work through its dual literacy component of classroom instruction and community-based internships. Participating students received instruction in English as a Second Language (ESL), career education, occupational courses (health sciences, secretarial studies, computers, business technology, liberal arts, and sciences), internships, and college courses. Staff development activities, curriculum development, and parental involvement activities were an integral part of the project. An evaluation of Project CALA found that it met all of its instructional and non-instructional objectives. Two appendixes include a list of instructional materials used and class schedules. (MDM)

ED 372 635

OER Report

Cognitive Academic Learning Approaches
Through E.S.L. Content Area Instruction
with Career Exploration Strategies
(Project CALA)
Special Alternative Instructional Program Grant T003E80042
FINAL EVALUATION REPORT
1992-93

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Cognitive Academic Learning Approaches Through E.S.L. Content Area Instruction with Career Exploration Strategies (Project CALA)

Special Alternative Instructional Program Grant T003E80042

FINAL EVALUATION REPORT

1992-93

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EXECUTIVE SUMMARY

Cognitive Academic Learning Approaches through E.S.L. Content Area Instruction with Career Exploration Strategies (Project CALA) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its fifth and last year of operation at International High School, a bilingual special alternative high school in Queens. Project CALA served a total of 459 students of limited English proficiency (LEP) in grades nine through twelve, a decrease of 19 students from the previous year.

Project CALA's goal was to provide opportunities to develop linguistic, cultural, and cognitive skills necessary for success in school and work through its dual literacy component of classroom instruction and community-based internships. Participating students received instruction in English as a second language (E.S.L.), career education, occupational courses (health science, secretarial studies, computers, business technology, liberal arts, and sciences), internships, and college courses. There was a strong emphasis on experiential education, both in the classroom and the career education program—students participated in required out-of-school internship programs for one-third of the school year. Participants thus had the opportunity to investigate careers in business technology, human services, liberal arts, and sciences, while developing their English language and cultural skills within the context of the workplace.

Project CALA provided staff development activities. Curriculum development was a major focus of the project. Parental involvement activities included conferences and meetings, E.S.L. classes, field trips, and the preparation of parent newsletters.

Project CALA met all its instructional and non-instructional objectives.

ACKNOWLEDGEMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Ms. Deana R. Guadalupe for collecting the data and writing the report.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title-VII project, Cognitive Academic Learning Approaches through E.S.L. Content Area Instruction with Career Exploration Strategies (Project CALA). The project was in it's fifth and final year of funding in 1992-93.

PROJECT CONTEXT

The project served all the students (459) at International High School, housed in LaGuardia Community College in Queens. Thirty-six percent were Latino, 31 percent European-American, 30 percent Asian, and 2 percent African-American*. The student population consisted of 232 females (50.5 percent) and 215 males (46.8 percent); information on gender was not provided for 12 (2.6 percent)*. Of these students, 78.6 percent (361) were of limited English proficiency (LEP) and 74 percent (340) were eligible for free lunch.

International High School at LaGuardia Community College was founded in 1985. It is a new building and was well kept. The atmosphere was much like a college campus, as compared to the more structured environment of the high school. Students' work was displayed in every classroom and made for a bright and pleasant ambiance.

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* Percentages do not add up to 100 due to rounding.

STUDENT CHARACTERISTICS

Project CALA served 459 LEP students in ninth through twelfth grades. Project CALA admitted students at their own request or that of a parent. To participate in the program, students had to have scored below the 21st percentile on the Language Assessment Battery (LAB), resided in the United States less than four years, and received the recommendation of the guidance counselor. Although there was no requirement for meeting the 40th percentile by the end of the program, participants who scored above the 40th percentile on the LAB while in the program were permitted to complete the program. Students whose scores did not reach the 40th percentile registered for courses that the staff felt were appropriate for them to take, regardless of their LAB scores.

Students were native speakers of 36 reported languages, although one-third (33.8 percent) had Spanish as their native language. (See Table 1.) The largest groups of participants were from the Dominican Republic (10.2 percent), Colombia (9.8 percent) Poland (7.6 percent) and the United States (7.6 percent). (See Table 2 for countries of origin.)

Needs Assessment

Before instituting this program, International High School conducted a needs assessment of the targeted LEP students and their parents. This disclosed that the project was needed to increase parental participation and involvement, expand the career education program, and increase the number of extended-day activities.

TABLE 1

Students' Native Languages

Native Language	Number of Students	Native Language	Number of Students
Spanish	155	Somali	3
Polish	78	Farsi	2
Korean	28	French	2
Romanian	26	Greek	2
Cantonese	23	Malay	2
Bengali	17	Turkish	2
Russian	16	Yugoslavian	2
Urdu	10	Amharic	1
Mandarin	10	Armenian	1
Arabic	6	Bulgarian	1
Portuguese	6	Dazi	1
Thai	6	Filipino	1
Pashto	5	Gujarati	1
Tagalog	5	Hausa	1
Haitian	4	Italian	1
Serbo-Croatian	4	Punjabi	1
Vietnamese	4	Trinidadian	1
Burmese	3	Unreported	25
Indonesian	3	TOTAL	459

TABLE 2

Students' Countries of Origin

Country of Origin	Number of Students	Country of Origin	Number of Students
Dominican Republic	47	Bangladesh	8
Colombia	45	Pakistan	6
Poland	66	Mexico	5
United States	35	Russia	5
Ecuador	30	Haiti	5
China	20	Peru	4
Romania	17	India	4
Puerto Rico	13	Vietnam	4
Honduras	11	Panama	3
Korea	9	Other	35
Afghanistan	8	Unreported	79

PROJECT OBJECTIVES

Student Objectives

- Continue to develop global English literacy skills (expressive and receptive) required for effective communication and academic discourse manifested by a mean gain of 1 N.C.E.
- Seventy-five percent of the students enrolled in career education will score at or above the passing criterion of 65.
- The project will provide access to occupational courses in such areas as health science, secretarial studies, computers, business technology, liberal arts, and science.
- As a result of participating in the program, 75 percent of the students enrolled in internships will score at or above the passing criterion of 65.

- The project will develop a peer-tutoring system which will allow students to develop affective needs and academic skills in a cooperative environment.

- The project will provide students with the opportunities to enroll in college courses and receive both high school and college credit.

- Program students will have a significantly lower dropout rate than similar non-program students citywide.

- Program students will have a significantly higher attendance rate than similar non-program students citywide.

- Eighty percent of program students who are graduating will have submitted college applications.

Curriculum Development

- The project staff will have published comprehensive content based E.S.L. curriculum guides in all of the required content courses offered in English, mathematics, science, social studies, and career education.

Parental Involvement Objectives

- Parents of the participating students will be given workshops on consumerism, career guidance, citizenship, English literacy, community networking, and job development.

- Parents of project students will show an attendance rate at Open School Day/Evening equal to or greater than that of students citywide.

- The program will offer opportunities to parents to participate in school governance through the School-Based Management Team and the Title VII Advisory Committee.

PROJECT IMPLEMENTATION

All students at International High School were participants of Project CALA. The project focused on a content-based approach to English as a second language (E.S.L.) and career education, with emphasis on experiential education and career

awareness through an off-site internship program.

Twelve new internships were developed in the year under review. Internships were offered in insurance companies, doctors' offices, clothing stores, fitness centers, schools, theaters, photography studios, community centers, museums, banks, college radio stations, libraries, hospitals, courts, and the airlines. Students picked the internships they were most interested in, using a catalog compiled by the school.

An executive internship program, called "City-as-School," offered full-time internships with more responsibilities. These were availbale at the Cornell University and New York University Medical Centers, the District Attorney's Office of New York County, the Goethe House, The New York City Department of Housing, The New York City Department of Health, and the brokerage house of Smith-Barney. Other executive internship sites included restaurants, dentist offices, family court, a high school physical education department, an auto repair shop, and Police Headquarters.

Project CALA focused on Computer-assisted Instruction (C.A.I.). It provided a computer lab with 34 Macintosh networked computers and a lab with 16 I.B.M.-compatible computers. An annual computer-based guide, Metro-Guide, was a massive resource for students who used it to research careers and colleges. All students were required to develop word processing skills from the moment they entered the school, regardless of their English-language ability, to complete their assignments and projects and to promote their skills in English. The program also

offered two elective courses in computer science. Additionally, there were college courses available to the students in computer science.

The program provided extended-day tutoring after school and on Saturday for the SATs, The Test of English as a Foreign Language (TOEFL), and Educational Testing Services achievement tests. Peer tutoring was available.

After-school activities and clubs included the Chinese Club, Korean Club, Latino Club, Movie Club, Yearbook Team, Debate Team, Fashion Club, Computer Club, and Chess Club.

To promote cultural awareness, Project CALA provided field trips to the Museum of Modern Art and the Metropolitan Museum of Art. Trips were also offered to the Bronx County Courthouse, Coudert Brothers Law Firm, and The State University of New York (SUNY) at New Paltz for college exploration.

Staff developed curricula, published monthly newsletters and a handbook for parents. The project held regular meetings for staff.

Parental involvement activities included E.S.L. classes, workshops, discussion groups, field trips, and parental orientation sessions. Parents assisted in managing the school's International Food Fair and performed in the annual talent show. Parents were used frequently as translators.

Materials, Methods, and Techniques.

Project CALA operated on a trimester basis to align with the semesters at LaGuardia Community College. Classes were 70 minutes long. Forty-five credits were required for graduation. Students who had accumulated 22 credits were

eligible to take college courses. The project did not offer classes by instructional levels, E.S.L. classes were likely to have beginners, intermediate, advanced, and transitional students in the same class. Incoming students were mixed with those who had been in the school for several years. Most instruction employed collaborative learning, in which each student contributed his/her strengths to the group. Interdisciplinary, thematic team-teaching reinforced collaborative learning. Other techniques were experiential education, a whole language approach that included process writing and content-based E.S.L. instruction, peer review, and alternative assessment. The use of magazines, newspapers, and videotapes also enhanced learning.

For a list of instructional materials, see Appendix A.

Capacity Building. In the fall of 1993, International High School planned to take over 100 percent of the funding for the Director of Career Education.

Staff Qualifications

Title VII Staff. Title VII paid for the cost of the project director, she held an Ed.D. and had communicative proficiency* in Italian and French.

The project director's responsibilities included developing and adapting curriculum; conducting workshops; preparing financial reports and maintaining accounts; planning parental activities; providing guidance to students and staff;

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*Teaching proficiency (TP) is defined as the ability to use LEP students native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

identifying course material with an E.S.L. base for content area instruction; coordinating data collection; developing instructional units and curriculum handbooks in the content areas; and developing internship experiences and occupational courses for students within all career clusters.

Other staff. Tax-levy funds paid the salaries of 46 staff members who provided instructional services. In this group were 32 teachers, 6 educational assistants, 4 guidance counselors, 3 family workers, and 1 school principal.

Three staff members held doctorate degrees, 30 had master's degrees, 8 held bachelor's degrees, 3 associate degrees, and 2 were attending college. All but seven teachers held certification in the subject area they taught; five taught career education subjects although three were certified in E.S.L., one in social studies, and one in English. One teacher certified to teach social studies taught mathematics; and one certified to teach English taught social studies.

All staff members were proficient in English. For staff's language competencies, see Table 3.

Staff development. Staff development meetings took place every Wednesday afternoon. Committee meetings were held on staff development, curriculum, personnel, and parental involvement. Peer groups and interdisciplinary teams met every other week to discuss activity guide development. Staff also participated in a faculty forum, peer evaluation team meetings, and an annual conference day.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

TABLE 3

Language Competencies of Staff

Languages	TP	CP	Languages	TP	CP
Spanish	12	4	Pashto	1	1
French	4	2	Haitian	1	
Chinese	4	1	Yiddish		1
Hebrew	1	2	Korean	1	
Italian		2	Urdu		1
Russian	2		Serbo-Croatian	1	
German		2	Portuguese	1	
Farsi	1	1	Finnish		1

Length of Time Participants Received Instruction.

Students had a mean of 4.0 years (s.d.=2.5) of education in a non-English-speaking school system and 4.0 years (s.d.=2.3) of education in the United States.

Activities to Improve Pre-referral Evaluation Process

Teachers or parents referred those students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.) for evaluation. Disabled students were placed in the least restrictive environment that would serve their special needs. This year no students were referred to special programs.

Instructional Services for Students with Special Needs

Students were provided with enrichment activities through special programs that International High School provided for the gifted and talented.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

There were three E.S.L. classes for parents, held once a week. A total of 35 parents participated this year.

Parents were invited to participate in workshops on the school's curriculum, graduation requirements, the internship program, social services, college admissions, and financial aid. A parental newsletter was started and was published once a month. A parent handbook was developed and was distributed at parent orientation at the beginning of the school year. Field trips to Ellis Island and the Museum of the City of New York were offered to parents of project students.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English, in populations similar to those served by Project CALA.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The career education and internship objectives were assessed through

course grades, as specified. All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education

and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To determine the magnitude of the gain in English-language proficiency, OREA computed the mean N.C.E. gain. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on the LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project CALA carried out all instructional activities specific in its original design. Throughout the school year, students had ample opportunity to develop their English language skills; develop their linguistic, cultural, and cognitive skills; and gain experiential skills through their internships.

Participants' Progress in English

The evaluation objective for English as a Second Language was:

- Continue to develop global English literacy skills (expressive and receptive) required for effective communication and academic discourse manifested by a mean gain of 1 N.C.E.

There were complete pre- and posttest scores on the LAB for 203 students from grades nine through twelve. (See Table 4.) The mean gain of 8.2 N.C.E.s (s.d.=12.7) was statistically significant and was more than that of the previous year (7.9 N.C.E.s).

The project met its objective for English as a second language. Last year the project also met this objective.

Participants' Progress in Native Language Arts

Project CALA students were offered N.L.A. in Spanish and French. No objectives were proposed in N.L.A.

LEP Participants' Academic Achievement

No objectives were proposed in content area subjects.

TABLE 4

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Grade

Grade Level	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t*-value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
9	125	74	14.0	13.3	26.0	16.8	12.0	13.0	7.94*
10	93	47	15.5	10.0	18.3	14.0	2.9	10.1	1.95
11	94	41	17.1	12.3	24.8	16.8	7.6	12.4	3.94*
12	115	41	20.7	14.9	28.7	16.4	8.0	13.0	3.97*
Total	459	203	16.3	12.9	24.5	16.4	8.2	12.7	9.24*

*$p < .05$

- Students at all grade levels had gains on the LAB. Mean gains at three grade levels and overall were significant.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Students participating in Project CALA were never isolated from other students. Since all students were part of Project CALA, mainstreaming only took place in the joint classes held with LaGuardia Community College and Middle College.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Career Education

The career development program was an experiential program and the cornerstone of Project CALA. Career education program was a mandatory 2½-year program required for graduation.

The academic program was scheduled was composed of three courses, each followed by a 12-week internship. Students interned four days a week and attended an internship seminar on the fifth day. The course sequence of this program was as follows: Personal and Career Development I, a psychology-based course focusing on "myself;" Personal and Career Development II, concentrating on the cultural structure of family and society; and Decision Making and Research, a course designed to develop students' research skills and prepare them for career and college decision-making. The typical program included four language-based content area courses per cycle (12 per year).

An OREA consultant observed a Personal and Career Development class of 21 students. The class was taught in English and used cooperative and group learning. Students worked on several different projects, including writing essays on

careers or their last internship using semantic mapping; researching careers; designing a poster; and completing a library research project to obtain information about their proposed careers.

The evaluation consultant observed a second Personal and Career Development class of 18 students. Students worked individually or in pairs on a continuing research project. The class reviewed the writing of footnotes and bibliographies, and using a library to obtain reference material.

The project proposed two career education objectives:

- Seventy-five percent of the students enrolled in career education will score at or above the passing criterion of 65.

In career education courses, 97.5 percent passed in the fall trimester, 88.2 percent in the winter, and 91.5 percent passed in the spring.

Project CALA met the objective for passing grades in career education, as it had in the previous year.

- The project will provide access to occupational courses in such areas as health science, secretarial studies, computers, business technology, and liberal arts, and science.

International High School offered courses in human development, biology, human anatomy and physiology, computer science, liberal arts, sciences, and keyboarding. Students also had the opportunity to take college course electives in most disciplines as well as secretarial studies and business technology.

Project CALA met its objective for providing occupational courses, as it had last year.

Internship Program

The internship program provided hands-on experience in careers as well as in-school seminars. At the beginning of the internships, students' goals were very general: to learn better English, increase typing or keyboarding efficiency, or develop telephone skills. By the end of their internships, students were more focused and better equipped to make career and educational choices. They had a better understanding of specific occupational directions. The students reported an increase in self-confidence, self-esteem, language ability, maturity, independence, and self-assurance.

The OREA evaluation consultant observed an internship seminar of 21 students. The class reviewed and signed the "Internship Response Contract," which delineated students' duties and responsibilities. The semester project was to keep a journal of required assignments and to build a weekly glossary of five new words they learned while interning.

The evaluation consultant reviewed an internship seminar class of 21 students. Students were introduced to their semester-long project; forming into groups of three or four to develop, organize, write, and publish a newspaper about their internship experiences. No more than two students in a group were speakers of the same language. The students had to write up their group opinions and brainstorm for ideas to get them started on their newspaper. The teacher was there as a guide, but for the most part, classwork revolved around the students, their ideas, and individual internship experiences.

Project CALA's internship objective was:

- As a result of participating in the program, 75 percent of the students enrolled in internships will score at or above the passing criterion of 65.

Eighty-eight 88 percent of the students passed their internships.

Project CALA met its objective for internships, as it had done the previous year.

Peer Tutoring

The project proposed one objective for peer-tutoring:

- The project will develop a peer-tutoring system which will allow students to develop affective needs and academic skills in a cooperative environment.

All classes were taught with a collaborative learning approach. Classes were divided into small groups, and each group member had major responsibilities for advising others in the group, sharing information, as well as executing particular tasks.

Similar to last year, Project CALA met its objective for peer tutoring.

College Courses

The project proposed one objective for enrollment in college courses:

- The project will provide students with the opportunities to enroll in college courses and receive both high school and college credit.

Students were eligible to take college courses after they had accumulated 22 high school credits and were considered to be ready for them by their advisors. The advisors discussed graduation requirements with each student, areas on which the student needed to focus academically, and college preparation.

Courses were graded and organized heterogeneously. Students enrolled in a minimum of four courses each trimester. Those wishing to accelerate their studies could take one additional high school course and also enroll in college courses for both high school and college credit.

Ninety percent of the 40 students enrolled in fall college courses passed; 87 percent of the 24 students enrolled in the winter passed; and 97 percent of the 76 students enrolled in the spring passed.

The project met its objective for enrollment in college courses, as it had done the previous year.

Grade Retention

Project CALA did not formulate a specific objective for grade retention. As in the previous year, no students were retained in grade.

Dropout Prevention

Project CALA proposed the following objective for dropout prevention:

- Program students will have a significantly lower dropout rate than similar non-program students citywide.

The dropout rate at International High school this year was 1.3 percent; in the previous year the dropout rate was 1.1 percent. The citywide rate was 4.8 percent.

The project met its objective for dropout prevention as in the previous year.

Attendance

The project proposed one objective for attendance:

- Program students will have a significantly higher attendance rate than similar non-program students citywide.

Project students' attendance rate was 93.9 percent; this compared favorably with the citywide rate of 79 percent. Last year, project students' attendance rate was 94.3 percent.

The project met its attendance objective, as it had done the previous year.

Placement in Gifted and Talented Programs

Gifted and talented students had the opportunities to accelerate their education in advanced placement college-level course work. Mentoring relationships were developed with college faculty members. Gifted students fulfilled career education requirements by serving as teacher interns, and had the opportunity to enroll in accelerated summer studies designed for the gifted and talented at Vassar College.

Through the career education program, an actor was placed in Family Life Theater; a writer with the citywide student newspaper, New Youth Connections; a musician with the Julliard School (in addition to securing him a scholarship there for music lessons); and another musician with the LaGuardia College music department, where he was provided with piano practice space and performing experiences. The annual talent show provided students with practice performing before an audience.

Students were mentored into the Secondary Education Through Health (SETH) program at Mount Sinai Hospital; the New York Academy of Sciences' research program; and summer programs at Brookhaven Laboratories, Yale University, Bennington College, and George Washington University.

Gifted and talented students were offered an extensive, effective college

counseling program, students were individually guided though the college search and application process. Students were accepted to such colleges as Cooper Union, Georgetown University, Skidmore College, Polytechnic University, Vanderbilt University, all on full scholarships.

Enrollment in Post-Secondary Education Institutions

The school provided the services of a financial aid counselor one day per week throughout the year. Every staff member was prepared to function as a college counselor. Each student had a specific staff member to consult on college matters. Guidance counselors met with each student during the application process. The staff strongly recommended to students that they take the TOEFL to demonstrate to colleges that they were capable of undertaking college level work in the English language, thereby strengthening their college applications.

Project CALA proposed one objective for submitting college applications:

- Eighty percent of program students who are graduating will have submitted college applications.

Ninety-five percent of graduating students submitted college applications.

The project met the objective for submitting college applications.

The project had a 95 percent college-submission rate in every year of its existence.

CASE HISTORY

Y.B. enrolled at International High School three years ago, she came from Russia and spoke no English. She was extremely shy and withdrawn, although her

brilliance was evident. Her first internship assignment was as a teacher's assistant in the physics lab. When she started to master English and became more comfortable and self-confident, she began to excel in all areas. She entered The Executive Internship program during her second year and worked in the office of the Manhattan District Attorney. After completing the District Attorney's office hired her to work intersession and over the summer.

Y.B. participated in the Student Council of Alternative High Schools, the Chancellor's Advisory Council, and Congress '92 in Washington D.C., a leardership conference. She also joined the school's debating team, leadership conference, the Yearbook Committee, Model United Nations, Peace Club, and the mathematics team. She participated in a stage tribute to Steven Soudheim.

Y.B. graduated in June 1993 with an A average (including 12 college courses, ranging from calculus, English, business law, and sociology). In September of 1993, she expected to join the freshman class of Georgetown University as a scholarship student.

CURRICULUM DEVELOPMENT OUTCOMES

The curriculum development objective proposed for Project CALA was:

- The project staff will have published comprehensive content based E.S.L. curriculum guides in all of the required content courses offered in English, mathematics, science, social studies, and career education.

Staff met in interdisciplinary teams throughout the year in order to complete the content-based E.S.L. curriculum guides. They focused on developing curriculum materials for the interdisciplinary programs, which were organized thematically,

transcended curriculum areas, and were team-taught. The staff developed six student activity guides. The first, *Visibility/Invisibility*, concentrated on the subjects of mathematics, physics, literature, and physical education; *Beginnings* focused on mathematics, biology, career education, and language arts; *The World of Money* dealt with economics, mathematics, and language arts; *Conflict and Resolution* was designed to teach American studies, mathematics, American literature, and group dynamics; the fifth, *Crime and Punishment*, concentrated on world literature, mathematics, participation in government, and language arts; and *The American Dream*, focused on career education, American literature, and American studies.

Project CALA met the objective for curriculum development, as it had in the previous year.

PARENTAL INVOLVEMENT OUTCOMES

Project CALA proposed three parental involvement objectives:

- Parents of the participating students will be given workshops on consumerism, career guidance, citizenship, English literacy, community networking, and job development.

The project offered an annual orientation luncheon for parents of new students. Parents participated in a wide variety of functions and activities, including E.S.L. classes; this year the number of classes was increased to three. Monthly workshops covered such issues as high school graduation requirements, social services and government agencies, citizen and non-citizen rights and responsibilities, applying to college, and obtaining financial aid. Parents assisted in managing the International Food Fair, performed in the school's annual talent show, and were also

frequently used as translators. A parent newsletter featured contributions from parents.

As it did last year, the project met its objective for parent workshops.

- Parents of project students will show an attendance rate at Open School Day/Evening equal to that or greater than that of students citywide.

International High School held Open School Day/Evening only in the fall and spring trimesters. The average attendance of the parents of program students at Open School Day/Evening was 28 percent compared with 10 percent citywide.

Project CALA met the objective for parental attendance at Open School Day/Evening, as it did the previous year.

- The program will offer opportunities to parents to participate in school governance through the School-Based Management Team and the Title VII Advisory Committee.

Parents participated on the School-Based Management Team, the Title VII and Chapter I Parent's Advisory Committees, and the Personnel Selection Committee. Most, recently they participated in selecting a principal and assistant principal.

The project met the objective for parental participation in school governance, as it did last year.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

The project was fully implemented in its fifth and final year. It met all instructional and non-instructional objectives as proposed.

Project CALA was given an Academic Excellence Award and will be a model for other high schools. With the help of the project director and staff, the program will be replicated at other schools.

Participating students in Project CALA showed academic progress. All the 459 participating students in grades nine through twelve were promoted to the next grade. Students showed gains in English language skills, career education, and the internship program.

Project services not only benefited the students academically, but also increased their awareness of the importance of continuing education and exploring career options. The attendance rate of participating students was higher and the dropout rate lower than that of students citywide.

Staff development meetings emphasized strategies for promoting English-language acquisition in the classroom, curriculum development, and strategic planning for interdisciplinary instruction. Teachers, paraprofessionals, administrative assistants, and the principal participated in meetings and workshops.

Project CALA successfully involved parents in the school-based activities, workshops, and meetings.

MOST EFFECTIVE COMPONENTS

Highly **effective** components of Project CALA were the ongoing internship experiences and the college classes for joint college-high school credit. The strong emphasis on post-secondary education and the guiding of students through the application process were also highly effective.

APPENDIX A

Instructional Materials for All Grades

E.S.L.

Title	Author	Publisher	Date
Scope English Anthology	*	Scholastic Inc.	1984
The Art of the Tale	Daniel Halpern	Penguin	1986

Content Areas

Title	Author	Publisher	Date
The Social Sciences	*	Harcourt Brace Jovanovich	1972
A History of the World	*	Houghton Mifflin	1990
Conceptual Physics	Paul G. Hewitt	Addison Wesley	1987
Integrated Mathematics	Dressler, Keenan	Amsco	1989

Career Education

Title	Author	Publisher	Date
Succeeding in the World of Work	Kimbrell, Vineyard	Glencoe	1986
Careers	Rettig	David S. Lake	1986
It's up to You	Dressner, Bede	Longman	1980
Encyclopedia of Careers and Vocational Guidance	Hopke	*	*
Occupational Outlook Handbook	*	U.S. Department of Labor	*

* Information not provided.

APPENDIX B

Class Schedules

The Motion Program

(Interdisciplinary block programming, examining the concept of *motion* across the curriculum)

Days	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Monday	LBCA* Literature	LBCA Physics	LBCA Math	Lunch	LBCA Project Adventure	Elective
Tuesday		House	Committees	Lunch	LBCA Project Adventure	Elective
Wednesday	LBCA Literature	LBCA Physics	LBCA Math	Lunch		Clubs
Thursday	LBCA Literature	LBCA Physics	LBCA Math	Lunch	LBCA Project Adventure	Elective
Friday	LBCA Literature	LBCA Physics	LBCA Math	Lunch	LBCA Project Adventure	Elective

*LBCA=Language Based Content Area

APPENDIX B

Class Schedules, cont'd.

Program of a Student Taking College Courses

Days	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Monday	LBCA Physical Education			College Course: Calculus	LBCA Choral Music	LBCA Government
Tuesday		College course: Sociology	College Course: Sociology		LBCA Choral Music	LBCA Government
Wednesday	LBCA Physical Education			College Course: Calculus		
Thursday	LBCA Physical Education		College Course: Sociology	College Course: Calculus	LBCA Choral Music	LBCA Government
Friday	LBCA Physical Education			College Course: Calculus	LBCA Choral Music	LBCA Government